



Florence 1 School District

319 South Dargan Street
Florence, South Carolina

Grades	PK-12 District	
Enrollment	15,621 Students	
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Average	Average
2007	Average	Excellent
2006	Below Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

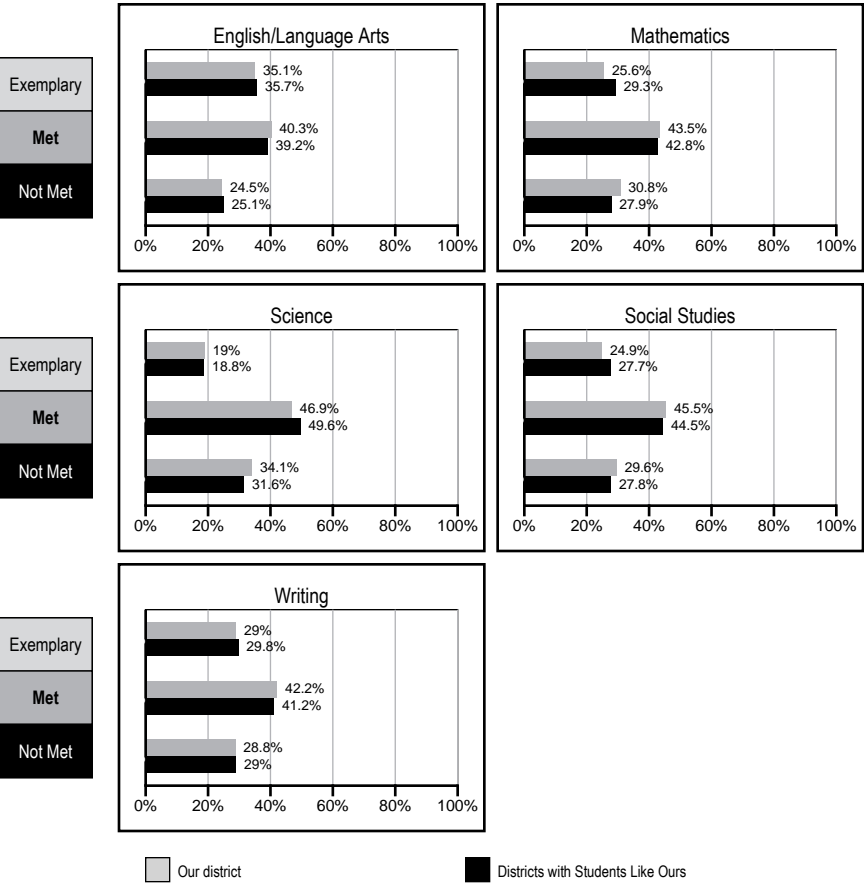
95.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	14	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	72.8%	74.0%	70.3%	77.4%	81.3%	76.3%
Passed one subtest	17.2%	15.4%	15.6%	12.5%	10.2%	12.4%
Passed no subtests	1.0%	10.6%	14.1%	10.1%	8.5%	11.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	76.1%	79.5%
English 1	71.5%	68.3%
Physical Science	52.7%	54.9%
US History and the Constitution	41.0%	38.1%
All Subjects	60.5%	61.0%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=15,621)				
First graders who attended full-day kindergarten	96.8%	Down from 98.0%	99.4%	99.7%
Retention rate	3.5%	Down from 4.1%	2.8%	3.1%
Attendance rate	95.1%	Down from 95.5%	95.7%	95.7%
Eligible for gifted and talented	7.9%	Down from 9.0%	13.7%	11.2%
With disabilities other than speech	13.1%	Up from 12.6%	11.1%	10.6%
Older than usual for grade	5.2%	Down from 5.4%	3.5%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 0.9%	0.6%	0.5%
Enrolled in AP/IB programs	12.9%	Down from 22.1%	14.3%	10.5%
Successful on AP/IB exams	58.7%	Down from 58.8%	57.0%	51.2%
Eligible for LIFE Scholarship	31.3%	Down from 33.9%	31.5%	30.8%
Enrolled in adult education GED or diploma programs	195	Up from 148	74	40
Completions in adult education GED or diploma programs	109	Up from 85	50	30
Annual dropout rate	2.9%	Down from 4.2%	3.3%	3.4%
Teachers (n=1102)				
Teachers with advanced degrees	58.1%	Up from 56.0%	60.9%	56.8%
Continuing contract teachers	76.2%	Down from 80.2%	79.1%	76.7%
Teachers with emergency or provisional certificates	3.9%	Down from 4.0%	3.6%	4.6%
Teachers returning from previous year	90.2%	Up from 89.7%	90.5%	88.4%
Teacher attendance rate	96.3%	Up from 95.5%	95.0%	95.0%
Average teacher salary*	\$47,191	Up 3.6%	\$47,656	\$46,992
Vacancies for more than nine weeks	1.9%	Down from 2.1%	0.1%	0.4%
Professional development days/teacher	13.0 days	Down from 15.0 days	13.0 days	13.1 days
District				
Superintendent's years at district	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.4 to 1	20.8 to 1	20.5 to 1
Prime instructional time	90.6%	Up from 89.4%	89.8%	89.8%
Dollars spent per pupil**	\$9,028	Up 3.7%	\$9,028	\$9,279
Percent of expenditures for teacher salaries**	55.3%	Up from 54.0%	54.9%	52.7%
Percent of expenditures for instruction**	58.7%	Up from 57.3%	57.6%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	21	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	17.8%	Up from 17.7%	4.3%	3.5%
Average age in years of school facilities	34 Years	Up from 33 Years	27 Years	28 Years
Number of schools with SACS accreditation	21.0	No Change	13.0	8.0
Parents attending conferences	96.0%	N/A	95.1%	93.9%
Average administrator salary	\$79,227	Up 4.3%	\$81,000	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Palmetto Youth Academy	At-Risk	Average	Not Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	939	93.9%	4787	60.5%	1414	63.6%	No
Gender							
Male	455	92.7%	2313	59.2%	705	59.1%	N/A
Female	484	95.0%	2474	61.6%	699	68.4%	N/A
Racial/Ethnic Group							
White	449	98.0%	2143	76.0%	591	75.8%	N/A
African American	463	89.6%	2482	46.2%	765	53.7%	N/A
Asian/Pacific Islander	21	100.0%	86	79.1%	26	80.8%	N/A
Hispanic	N/A	N/A	58	67.2%	16	68.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	99	58.6%	565	25.1%	145	36.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	26	46.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	512	89.8%	2411	47.9%	761	57.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	93.9%	94.2%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	1414	761
Number of Diplomas	900	553
Rate	63.6%	75.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	466	456	472	460	445	438	1383	1355		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	19.3	17.8	19.6	18.8	19.8	18.9	19.6	18.7	19.7	18.7
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	24.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

We are proud to present the Annual District Report Card Summary to our community. We are thankful that Florence School District One is rooted in a supportive community.

Our teachers encourage students to become active participants in the learning processes, thus preparing students to enter the real time information and communication 21st Century Digital Age.

Through our dedicated employees, we continue to make a difference in the lives of the well over 15,000 students that we serve each day. Over 100 employees have been recognized for having served in our system for 20, 25, 30, and 35 years; therefore, use of the term "dedicated" to describe members of our staff is indeed appropriate.

Both students and employees are the recipients of state and national awards: Carver Elementary, named National Blue Ribbon School and Florence School District One, recipient of Renaissance Learning's 2009 National Reading Achievement Award. Six teachers achieved National Board Certification status by the National Board for Professional Teaching Standards, raising our total of NBCT's to over 100.

Schools meeting AYP include: Carver Elementary, Royall Elementary, and the Florence Career Center. Schools receiving Palmetto Gold and Silver awards for high levels of academic achievement are Carver Elementary, Royall Elementary, Florence Career Center, South Florence High, West Florence High, and Wilson High.

The Class of 2009 received over \$13.6 million in scholarships and had 51 Palmetto Fellows, one National Merit Scholar, and over 95% of the graduating class attending post-secondary institutions of higher learning this fall. Over \$1 million in grants have been awarded to teachers for their innovative ideas to enhance instruction.

Through our Graduate Florence program, we are increasing our graduation rate. As we have stated before, community support makes a difference, and we are proud of our newly developed mentoring program, one in which we invite local citizens and the faith based community to become involved.

We continue to be the beneficiaries of The School Foundation, the local organization which receives private donations to improve educational quality in our school district.

Our school facilities remain the most envied in the Pee Dee, not because of their age, but because they are well-kept buildings and grounds with over half the schools designated as family friendly environments through the State Department of Education's Red Carpet Schools Program.

Florence School District One is the place to be for a quality education, because within our district are the offerings of choice—including Montessori Education, the International Baccalaureate Middle Years Program, Advanced Placement opportunities, single-gender education programs, and extra-curricular activities which range from swimming to robotics.

We strive to do our part to be true to our mission, "preparing students to become productive, responsible citizens and life-long learners who are able to succeed in an ever changing society." As a citizen of this community, I invite you to join in this effort.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 30 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Moore Intermediate	R-DELAY	North Vista Elementary	RP
Briggs Elementary	NI	Savannah Grove Elementary	RP
Greenwood Elementary	CA-DELAY	Henry Timrod Elementary	NI
Theodore Lester Elementary	NI-DELAY	Wallace Gregg Elementary	CA

The Florence 1 School District consists of 21 public schools with 8 of these schools, or 38.1%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	---------------------------------	-----------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	6894	99.2	23.2	40.9	35.9	85.0	82.8	Yes	Yes
Gender									
Male	3503	99.1	26.7	39.0	34.4	82.3	79.3	N/A	N/A
Female	3391	99.2	19.6	42.9	37.5	87.8	86.5	N/A	N/A
Racial/Ethnic Group									
White	3034	99.2	14.0	37.3	48.7	91.7	89.5	Yes	Yes
African American	3551	99.2	32.4	44.7	23.0	78.3	73.7	Yes	Yes
Asian/Pacific Islander	127	98.4	7.9	30.7	61.4	97.4	92.3	Yes	Yes
Hispanic	132	97.7	22.8	39.5	37.7	83.3	76.5	Yes	Yes
American Indian/Alaskan	14	100.0	25.0	50.0	25.0	83.3	82.5	I/S	I/S
Disability Status									
Disabled	1223	96.8	49.2	32.4	18.4	58.8	52.0	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	110	98.2	23.9	41.3	34.8	84.8	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	4055	99.2	31.6	44.1	24.3	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	6894	99.2	29.5	44.7	25.8	79.0	78.9	Yes	Yes
Gender									
Male	3503	99.2	31.1	41.8	27.1	77.0	77.0	N/A	N/A
Female	3391	99.2	27.8	47.7	24.5	81.0	80.9	N/A	N/A
Racial/Ethnic Group									
White	3034	99.3	18.0	44.8	37.2	88.6	87.2	Yes	Yes
African American	3551	99.2	41.2	45.4	13.4	69.3	66.7	Yes	Yes
Asian/Pacific Islander	127	98.4	7.9	23.7	68.4	97.4	93.0	Yes	Yes
Hispanic	132	98.5	22.6	47.0	30.4	82.6	76.0	Yes	Yes
American Indian/Alaskan	14	100.0	16.7	50.0	33.3	83.3	79.5	I/S	I/S
Disability Status									
Disabled	1223	97.1	57.5	29.4	13.1	47.6	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	110	99.1	23.7	40.9	35.5	81.7	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	4055	99.2	39.6	45.3	15.0	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	4581	99.1	32.2	48.4	19.4	67.8	67.5
Gender							
Male	2351	98.9	31.8	45.8	22.4	68.2	67.0
Female	2230	99.2	32.7	51.0	16.3	67.3	68.0
Racial/Ethnic Group							
White	2017	99.2	18.5	52.4	29.1	81.5	79.5
African American	2358	98.9	45.8	45.2	8.9	54.2	50.3
Asian/Pacific Islander	88	100.0	8.6	40.7	50.6	91.4	84.3
Hispanic	82	100.0	38.7	46.7	14.7	61.3	60.7
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	817	96.9	58.6	27.9	13.5	41.4	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	70	100.0	40.6	48.4	10.9	59.4	59.6
Socio-Economic Status							
Subsided meals	2715	98.9	44.7	45.2	10.1	55.3	55.1

Social Studies

All Students	4572	98.8	27.7	46.9	25.4	72.3	72.3
Gender							
Male	2318	98.7	28.3	42.8	28.9	71.7	71.5
Female	2254	98.9	27.0	51.2	21.9	73.0	73.2
Racial/Ethnic Group							
White	2039	99.1	18.3	46.0	35.7	81.7	80.7
African American	2321	98.7	37.6	48.7	13.6	62.4	60.0
Asian/Pacific Islander	83	97.6	10.5	28.9	60.5	89.5	88.5
Hispanic	91	96.7	23.7	44.7	31.6	76.3	68.0
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	759	96.1	52.5	32.8	14.7	47.5	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	75	93.3	28.3	45.0	26.7	71.7	67.9
Socio-Economic Status							
Subsided meals	2682	98.5	38.2	47.1	14.6	61.8	62.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	6895	96.4	27.4	40.6	32.0	72.6	70.2	95.6	96.1
Gender									
Male	3507	95.9	34.0	39.5	26.5	66.0	63.2	95.4	96.0
Female	3388	97.0	20.7	41.7	37.5	79.3	77.5	95.8	96.3
Racial/Ethnic Group									
White	3029	97.8	19.1	38.7	42.2	80.9	79.1	95.5	95.9
African American	3556	95.2	35.9	43.1	21.0	64.1	57.6	95.7	96.3
Asian/Pacific Islander	131	97.7	10.9	25.2	63.9	89.1	86.2	97.5	97.3
Hispanic	128	96.1	28.4	37.9	33.6	71.6	62.6	95.1	96.5
American Indian/Alaskan	15	93.3	30.8	23.1	46.2	69.2	68.7	95.9	94.9
Disability Status									
Disabled	1189	84.0	69.1	24.6	6.3	30.9	26.1	94.4	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	20.0	96.5
Limited English Proficient									
Limited English	108	97.2	33.7	33.7	32.6	66.3	61.2	96.1	96.8
Socio-Economic Status									
Subsidized meals	4030	95.3	37.1	42.6	20.3	62.9	58.9	95.0	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	1231	99.9	21.5	35.8	42.6	78.5
	4	1184	99.5	21.5	42.7	35.8	78.5
	5	1138	99.6	18.0	44.6	37.4	82.0
	6	1056	99.7	18.6	42.6	38.8	81.4
	7	1106	99.0	28.7	37.3	34.0	71.3
	8	1179	97.3	31.1	42.7	26.3	68.9
Mathematics							
2009	3	1231	99.8	34.4	37.4	28.2	65.6
	4	1184	99.6	24.0	47.6	28.4	76.0
	5	1138	99.6	25.5	48.0	26.5	74.5
	6	1056	99.7	24.3	44.7	31.0	75.7
	7	1106	98.8	30.0	47.0	23.1	70.0
	8	1179	97.7	38.3	44.1	17.6	61.7
Science							
2009	3	618	99.7	42.4	41.9	15.7	57.6
	4	1181	99.6	30.8	51.5	17.7	69.2
	5	568	99.7	33.3	54.2	12.5	66.7
	6	526	99.1	30.6	51.8	17.6	69.4
	7	1105	98.6	25.6	47.3	27.1	74.4
	8	583	97.8	37.2	41.7	21.1	62.8
Social Studies							
2009	3	616	99.7	30.6	49.3	20.1	69.4
	4	1179	99.5	22.1	55.2	22.7	77.9
	5	568	98.9	28.4	43.4	28.2	71.6
	6	535	99.3	20.2	62.4	17.4	79.8
	7	1103	98.4	36.5	29.3	34.2	63.5
	8	571	96.7	25.6	49.3	25.0	74.4
Writing							
2009	3	1226	98.0	30.0	32.6	37.4	70.0
	4	1183	96.3	28.1	42.1	29.8	71.9
	5	1131	96.3	21.3	40.3	38.4	78.7
	6	1060	96.1	19.8	45.5	34.8	80.2
	7	1115	96.8	30.8	40.6	28.6	69.2
	8	1180	94.9	33.7	43.6	22.8	66.3

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	---------------	---------	--------------	------------	---------------------------------------	------------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	1125	98.7	17.5	38.6	26.7	17.2	55.0	61.8	No	Yes
Male	541	98.3	20.2	39.5	28.5	11.8	53.2	57.4	N/A	N/A
Female	584	99.0	15.0	37.8	25.1	22.1	56.7	66.1	N/A	N/A
White	494	99.2	7.4	27.5	36.2	28.8	75.2	74.3	Yes	Yes
African American	597	98.2	26.4	48.0	19.1	6.5	37.2	44.9	No	Yes
Asian/Pacific Islander	16	100.0	12.5	25.0	12.5	50.0	75.0	77.4	I/S	I/S
Hispanic	12	100.0	9.1	45.5	36.4	9.1	72.7	50.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	176	97.2	57.8	34.8	4.3	3.1	13.7	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	576	99.0	26.0	47.2	19.3	7.5	37.7	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	1122	98.8	23.7	31.0	25.0	20.3	56.6	62.7	No	Yes
Male	540	98.0	24.3	30.4	26.1	19.2	56.9	61.8	N/A	N/A
Female	582	99.5	23.1	31.5	24.0	21.4	56.4	63.6	N/A	N/A
White	492	99.8	9.3	26.0	32.3	32.3	77.0	75.1	Yes	Yes
African American	596	97.8	36.8	36.1	18.3	8.7	38.3	45.1	No	Yes
Asian/Pacific Islander	16	100.0	N/A	18.8	18.8	62.5	81.3	83.8	I/S	I/S
Hispanic	12	100.0	18.2	N/A	54.5	27.3	81.8	58.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	174	96.0	64.3	25.5	7.0	3.2	18.5	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	576	98.6	35.5	34.6	19.6	10.4	41.7	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	1119	90.7	62.2	16.1	8.1	4.3	N/A	N/A	N/A	N/A
Male	537	89.0	60.7	12.7	11.0	4.7	N/A	N/A	N/A	N/A
Female	582	92.3	63.6	19.2	5.5	4.0	N/A	N/A	N/A	N/A
White	494	93.1	50.4	21.9	12.3	8.5	N/A	N/A	N/A	N/A
African American	591	88.7	73.9	10.7	3.7	0.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	16	93.8	25.0	25.0	25.0	18.8	N/A	N/A	N/A	N/A
Hispanic	12	83.3	33.3	25.0	25.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	170	78.2	75.9	2.4	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	571	88.8	72.5	11.6	4.2	0.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	1145	98.2	14.2	32.4	31.3	22.2	64.3	69.7
	2009	1125	98.7	17.5	38.6	26.7	17.2	55.0	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	1145	98.4	21.7	30.9	31.2	16.2	57.2	67.2
	2009	1122	98.8	23.7	31.0	25.0	20.3	56.6	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.